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ABSTRACT

This book presents an account of literacy learning based on what effective teachers and learners actually do. It demonstrates how literacy develops in social and communicative exchanges. It contends that learning to be literate--like all learning--involves negotiating meanings with others, through whom learners clarify, confirm, and expand their understandings of literacy and how they can use it. The approach presented in the book demands a focus on learning itself, rather than on the alleged complexity of written language. Failure to learn is due to failure in communication, and the book establishes a framework to enhance the understandings required of children learning to read. The book, designed primarily for teachers in the primary grades but also probably of interest to academics and teacher educators, draws on videotaped research during literacy sessions in Australian schools. Contains a 71-item bibliography. (NKA)

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